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ABSTRACT

This document contains descriptive reports of the cooperative activities of five institutional members of COMBASE, a consortium of 14 community colleges for the promotion and study of community-based postsecondary education. Following an overview and summary, reports from Florida Junior College at Jacksonville and Kellogg Community College (Michigan) describe the ways these colleges cooperate with community schools in the delivery of community education services, focusing on the dimensions of articulation, resource development and sharing, and program administration. Valencia Community College (Florida), San Diego Community College District (California), and a noncampus college, Pioneer Community College (Missouri) report on their cooperative arrangements with other community-related agencies in terms of a four-fold typology of relationships: advisory relationships, direct assistance, joint ventures, and merger. Among the cooperative activities described are programs with other postsecondary institutions, government agencies, public schools, non-profit service and professional organizations, public service agencies, libraries, and business and industry. (JDS)

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FIVE COMMUNITY-BASED PROGRAMS THAT WORK

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A Cooperative for the Advancement of Community-Based Community College Education

MAY, 1977

JC 770 264

FIVE COMMUNITY-BASED PROGRAMS THAT WORK

Edited By

Harold J. Owen, Jr. and Suzanne Fletcher

Papers Prepared for the

COMBASE Task Force on Relations

With Community Schools and Other Related Agencies

May, 1977

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INTRODUCTION AND OVERVIEW

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COMBASE Task Force on Relations

With Community Schools and Related Agencies

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COMBASE is a cooperative arrangement among 14 community colleges to promote and study community-based postsecondary education. Membership presently consists of: Austin Community College, Cuyahoga Community College, Community College of Vermont, Florida Junior College at Jacksonville, Indian Hills Community College, J. Sargeant Reynolds Community College, Kellogg Community College, Los Angeles Community College District, The Metropolitan Community Colleges of Kansas City, Mountain Empire Community College, Northern Virginia Community College, San Joaquin Delta Community College District, Valencia Community College and Washtenaw Community College. The President of the American Association of Community and Junior Colleges serves in an ex officio capacity.

A Task Force of COMBASE invited five member community colleges to review their cooperative arrangements and a summary of that review is discussed here.

COMMUNITY COLLEGE-COMMUNITY SCHOOL COOPERATION

The COMBASE Task Force invited two community colleges, Florida Junior College at Jacksonville (FJC) and Kellogg Community College (KCC), to review the ways in which they cooperate with community schools in their service areas. They reported this cooperation along the dimensions of Articulation, Resource Development and Sharing, and Administration.

Articulation

Many similarities exist in the two communities in the articulation area. Both report that various surveys are made periodically to assess the multiple community needs and that much planning is based on the surveys. In addition, FJC notes that there is a local school advisory committee to help with the needs assessment. Both schools recognize the importance of working with related social agencies. They plan classes, seminars, and programs after consulting with these agencies. FJC participates in the Community Education Consortium which is responsible for coordinating, planning, and facilitating functions,

but not operating functions. Both communities have a nearby Mott Foundation-sponsored Center for Community Education, which gives technical assistance to the schools. Other examples of articulation in Jacksonville include a Community College-Community Schools agreement, which establishes annual guidelines for cooperation and articulation, and, in addition, two other levels of community education councils which welcome representatives from FJC.

Resource Development and Sharing

Both community colleges reported community cooperation along the dimension of Resource Development and Sharing. Sharing of facilities, personnel, and finances was important to the success of the community schools in both areas. FJC noted that most facilities and equipment utilized in the community schools are the property of the School Board, while KCC utilizes vocational education centers for both college and high school enrollment. In Battle Creek, many talented community college instructors are shared with the community schools. FJC and the Jacksonville community schools also share faculty drawn principally from the public schools. In addition, people from other programs are also utilized--CWS, CETA, and volunteers. Both schools report attempts to lighten the burden for some promising and/or disadvantaged students by offering adult scholarships for evening high school graduates (KCC) and waivering fees in aging, ABE and High School Completion programs (FJC).

Administration

Successful administration of the community education program involves many ingredients. KCC and FJC mentioned joint scheduling and promotion of classes and programs. Use of newspaper ads, radio and T.V. spots, and billboards created successful promotion of programs. Common registration scheduling, fee collection, reports, and in-service training were mentioned in both communities. The Michigan report pointed

out other ideas that have been successful for them: Cross registration of students regardless of school district, starting classes at various schools within a time period agreed upon in advance, and offering students the ability to complete the Associate Degree without ever enrolling on campus. FJC has found that annual administrative guidelines on class size, types of classes, allocation of administrative support, instructional supplies, teacher selection, and coordination of problem-solving have been successful to their community-based programming.

These two communities exhibit close cooperation in their community college-community school relations. While there are some common elements that relate to success in community education, these are not the only successful strategies that communities may utilize. They have, however, proved successful in these two diverse areas of the country.

COOPERATION BETWEEN COMMUNITY COLLEGES AND OTHER RELATED COMMUNITY AGENCIES

The COMBASE Task Force invited three community colleges, Pioneer Community College (Kansas City), San Diego Community College District, and Valencia Community College to review ways in which they cooperate with other related community agencies in their service areas. Their responses were placed within the framework of a four-fold typology of relationships as follows: (1) Advisory Relationships, (2) Direct Assistance, (3) Joint Ventures, and (4) Mergers. This classification scheme was first employed by Gollattscheck, Harlacher, Roberts and Wygal in their 1976 book, College Leadership for Community Renewal, published by Jossey-Bass.

Advisory Relationships

Each institution indicated that they sought input from the general community and the special interest groups they served especially in areas of program development.

Similarly it was reported that college faculty and administration served in an advisory capacity on many boards and task forces for agencies and service organizations.

There is particular emphasis at Pioneer Community College on client input for the design of individual learning programs which are accomplished by various other agencies. The various resource agencies assist in this process.

Direct Assistance

The colleges are frequently approached with requests for direct assistance. The most common appear to be the development of courses for a special clientele either to develop or upgrade a skill. The courses may be on a credit or non-credit basis.

In this manner, Valencia Community College has worked with such groups as the Central Florida Heart Association, the American Lung Association and the Florida Pest Control Association. Valencia provided another form of assistance to the Adult Literacy League by providing that group with office space, equipment and assistance from the public relations staff of the college.

Joint Venture

All three institutions are engaged in formal and informal cooperative relationships.

Two colleges, San Diego and Pioneer, are working with federal and county agencies in creating and delivering a personnel development program. At Pioneer the federal agency is absorbing the cost of the program.

Use of facilities and programs municipally owned and operated were cited by Valencia Community College and Pioneer Community College. At Valencia, formal agreements with area hospitals provide facilities and hospital staff time to train nurses/EMT's. The Kansas City Public Library and branches, through a cooperative agreement, serves as the Pioneer library.

San Diego Community College reported a higher number of agreements with other educational agencies ranging from the state universities to the California Post-Secondary Commission to the San Diego-Imperial County Community College Association. Additionally, they were the only ones who mentioned specific agreements with the city school district, the county office of education and a municipal system:

a. Formal agreement between San Diego Community College District and San Diego Unified School District concerning legal/administrative control of adult and continuing education programs (this provides justification for the community college district to claim and operate state apportionment for such programs).

b. Other limited contractual agreements deal with the relationships to provide some mutual services.

c. The City, the Unified School District and the College District established an Ad Hoc Committee on Joint Recreational Facilities.

An initial advisory relationship between Valencia and the Junior Sorosis of Orlando has developed into a joint venture. The Junior Sorosis Club received a grant under a National Community Improvement Program--which culminated into a formal agreement with Valencia Community College specifying the college will provide staffing, facilities and other services for the Parent Education Project.

The only college that reported working with University Extension was Pioneer. Currently, PCC is working with the University of Missouri Extension Division, the Kansas City Department of Community Development, and the Neighborhood Resource Council to plan, develop and implement a series of monthly Neighborhood Information Exchanges. One result is a program to upgrade the reading abilities of elementary and junior high students with funds and facilities provided by the above-mentioned agencies.

Merger

The relationship between Valencia Community College and the Council for Continuing Education of Women (a non-profit organization) is one that evolved from advisory (assistance in developing courses) to direct assistance (facility use) to joint venture (a Center for Continuing Education of Women on Valencia Community College's campus; Title I grant) to merger.

The above cooperative arrangements do not form a total view of what is possible but are certainly indicative of many of the cooperative ways that committed community colleges may work with community schools as well as other related community agencies.

KELLOGG COMMUNITY COLLEGE -
COMMUNITY EDUCATION COOPERATION:
THE BENEFITS TO CONSTITUENTS

A Paper Prepared By

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COMBASE Task Force on Relations

With Community Schools and Related Agencies

MAY, 1977

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I. EMERGENCE OF COMMUNITY EDUCATION/COMMUNITY SERVICES

Community Education in the public schools and community services in community colleges have emerged as major forces in the educational process across the United States over the past few decades. This phenomenal growth in both areas has, in most cases, taken place independently of one another.

Fears of "control" by community colleges, overlapping of programs and resources, lack of trust between institutions and program directors, and competition for students and program funding are some of the obstacles which cause conflicts between community colleges and K-12 community education programs.

II. COOPERATIVE EFFORTS BETWEEN COMMUNITY COLLEGES AND K-12 COMMUNITY EDUCATION PROGRAMS

A major focus of the community-based philosophy at Kellogg Community College has been a commitment to cooperation with seventeen area K-12 community education programs. By working diligently together, this cooperation has facilitated a comprehensive delivery system of a wide variety of educational opportunities to area constituents. It is through this collaborative sharing of ideas, personnel, facilities, and financial resources, that an effective program model of cooperative community education has emerged.

The historical development of this model demanded from the start, a leadership, out of which communication, trust and growth in the understanding of the uniqueness of each other's role could evolve.

A. JOINT ADVERTISEMENT AND REGISTRATION

Community education programs began emerging during the late 1960's in the Battle Creek suburbs of Lakeview, Springfield, and Harper Creek. By the summer of 1969, community education directors and the college's director of continuing education recognized that costly competition through newspaper and radio advertisements was awkward and confusing to residents throughout the metropolitan area.

Informal meetings of these directors produced a jointly sponsored tabloid ad in the Enquirer and News (the metropolitan newspaper). Radio spot ads were also jointly sponsored and registration dates and times for all metropolitan community education programs were moved into a common five-day period of time. The tremendous increase in enrollments in all four programs provided immediate evidence that many more people were benefiting by this cooperative effort while at the same time reducing the advertising cost for each program director.

B. ESTABLISHMENT OF KCC OFFICE OF COMMUNITY SERVICES

Calhoun County residents approved the expansion of Kellogg Community

College's tax base to match the boundaries of the Calhoun Intermediate School District during the summer of 1970. Shortly thereafter, the newly elected College Board of Trustees approved the establishment of an office of Community Services.

III. COALITION FORMED

The recent success in the efforts of cooperation between four "community education" programs during the fall of 1970, the new community services concept developed by the college, and the 1970 population census with emphasis on the under-education within the college's service area became focal points around which to invite out-county and out-of-county community education directors to participate. This expanded group began to explore the potential for sharing similar experiences, common goals, programming and related problems throughout the college's service area.

A. COLLEGE IN LEADERSHIP ROLE

Leadership from the college began to emerge as the natural outcome after a few meetings. This leadership sought ideas and input from all area community education directors of programs both large or small. It also early recognized that building of trust meant understanding community education and the benefits to people from programs being planned and administered by community education directors living in the communities. Individual directors in a K-12 school district did not appear interested in assuming leadership for this coalition of college and community school directors. The college's service area was large enough to approximate the same area as the seventeen K-12 community education programs which became part of the coalition.

B. UNIVERSITY PARTICIPATION

Western Michigan University's Community Education Development Center personnel began attending the coalition meetings by 1972 as did several of their graduate interns. They began to observe the seeds of cooperative programming that were taking place in this portion of their much larger Southwestern Michigan service area which included over fifty community school programs.

"Positive testimonials" on the part of the metropolitan community education directors and the college personnel, created an atmosphere of trust and need for cooperation which has seen the joint advertising expanded to include all seventeen community education programs. A 40-page TV guide size brochure now appears in eight area newspapers serving over 85,000 homes three times a year.

C. COLLABORATIVE USAGE OF FACILITIES

These cooperative efforts have also moved into the collaborative usage

of facilities. The college shares two area vocational centers during evening hours through contracts of cooperative usage with two different intermediate school districts. The college's director of continuing education and the community education directors worked out a program that allows high school completion enrollees to be enrolled with students obtaining college credit in mony vital career skill programs.

D. ADULT SCHOLARSHIP PROGRAM

An adult scholarship program recognizes the accomplishment of high school graduates in evening programs throughout the area. Each school district is given a number of scholarships and the community school directors select the recipients who may utilize their scholarships in college courses on campus or in their community school. The scholarship funds are solicited by the college from local foundations. Many of these scholarships are awarded at the adult high school graduations.

Community education directors have also opened their doors to an ever growing number of evening KCC students wishing to take college courses close to their homes. They assist the college's continuing education director in the selection of courses each semester.

IV. SUCCESS OF THE COALITION

This expanding program of cooperative and collaborative efforts moved into its seventh year during the 1976/77 school year. The leadership from the college has remained intact during a period when seven of the original seventeen community education programs have changed directors. The openness and assistance of fellow community education directors and college personnel make the cooperative efforts known to a new director soon after his or her arrival into the area. On more than one occasion, a new director moving into the KCC area consortium has quickly overcome the "fears" of the community college that was brought in from prior experience in another part of Michigan.

A. ACCOMPLISHMENTS

More specifically, Kellogg Community College and area community education programs have planned and worked to:

1. Develop and administer area-wide needs assessment surveys.

2. Publish a mini-tab brochure listing community education and college classes, programs and activities.

3. Sponsor radio and television advertising.

4. Sponsor billboards - "You Can With Adult and Community Education."

5. Utilize a common registration form for all classes, allowing cross-registration of students regardless of school district.

6. Plan classes, seminars and programs with other social agencies.

7. Cooperate with Western Michigan University Center for Community Education.

8. Develop an adult scholarship program for evening high school graduates.

9. Share talented instructors.

10. Utilize area vocational centers for college and high school completion credit.

11. Share competent counseling and career planning counseling.

12. Provide effective in-service training for adult education instructors.

13. Share financial resources.

14. Utilize each other's facilities free of charge.

15. Register students for all programs during the same one week period.

16. Start classes at the various schools the same week when possible.

17. Communicate with local, state and national legislators informing them of area educational problems and community needs.

18. Develop a comprehensive off-campus schedule of freshman and sophomore level classes, which in the larger cooperating communities allows students to take all courses leading to an Associate Degree without leaving their local school district.

19. Cooperate with four-year colleges and universities to bring junior and senior level courses to local communities.

20. Registration of college level off-campus students by local community education directors at no cost to KCC.

B. COLLABORATIVE PROGRAMMING

The cooperative planning and implementation of collaborative programming has resulted in:

1. The development and implementation of a "service area" needs

assessment survey, which provides all institutions with a data bank of information regarding perceived community needs and desires. This information facilitates the development of new seminars, courses and/or programs providing a greater variety of educational opportunities for area constituents of all ages.

2. A cooperative joint advertising campaign including one area-wide brochure per semester, coordinated radio and television announcements, joint billboard usage, etc. at a reduced cost to all institutions. This effective use of advertising, along with simultaneous registration and start-up dates, has resulted in less confusion and increased enrollments for all community education and college programs. It also provides a greater area-wide awareness of educational opportunities.

3. The utilization of a common registration form for all activities, allowing cross-registration of students regardless of school district.

4. The more efficient utilization of existing facilities, financial resources, counseling and career planning personnel, materials and instructors.

5. An increased awareness and sense of dignity for adults enrolled in high school completion and community education programs.

6. A greater faith, trust and cooperative spirit between area educational institutions.

V. SUMMARY

Cooperation and communication between Kellogg Community College and area community education programs is taking place in significant proportions as sighted above. The representatives from these educational institutions encompass a vast cross section of the populace and provide an almost limitless variety of input for educational programs and services. The coalition is aggressively making an effort to provide these programs and services as close as possible to the constituents they represent.

A community college which is true to its societal mandate must, as it matures and stabilizes, resist a contented resting upon accomplishments. It must begin a phase of service which may be described as outreach - extending educational services beyond the boundaries of the campus through cooperation with community education programs and other agencies.

The Community Services Division of Kellogg Community College has developed an outreach philosophy which gives direction and impetus in providing a delivery system for education in whatever form and at whatever site necessary.

The ultimate result is to assist constituents in finding educational experiences judged important to the individual's goals and the maximizing of community resources.

COOPERATION BETWEEN
DUVAL COUNTY (FLORIDA) COMMUNITY SCHOOLS
AND
FLORIDA JUNIOR COLLEGE AT JACKSONVILLE

A Paper Prepared By

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for the

COMBASE Task Force on Relations

With Community Schools and Related Agencies

May, 1977

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I. INTRODUCTION

A. PURPOSE

The purpose of this paper is to describe briefly the nature and effectiveness of cooperative arrangements between the Duval County Community Schools and Florida Junior College at Jacksonville for delivery of educational services to adult citizens of the area.

B. COMMUNITY SERVED

The area served comprises the consolidated City of Jacksonville (all of Duval County) located in northeast Florida. It has 577,500 people (1975 estimate) including about 23 per cent non-white, 49 per cent male, 39 per cent age 20 and under, 7.5 per cent age 65 and over, and median age of 26.0 years. The City includes 840.1 square miles of which 765.8 is land area and 191.5 is developed land.

C. TYPE AND NUMBER OF COMMUNITY SCHOOLS

Fifty-five (55) public schools in Duval County have been designated as "community schools" by the Duval County School Board including a mixture of elementary schools, junior high schools, and senior high schools.

II. MUTUALITY OF BENEFITS AND INTERESTS

A. FLORIDA JUNIOR COLLEGE AT JACKSONVILLE (FJC)

As a publicly supported community college, FJC offers educational programs in three broad areas. First, academic and pre-professional programs are offered for students desiring to transfer to a senior college after two years of work at FJC. Second, adult and continuing education programs are offered for adults desiring to continue their education at below college level (adult basic education, high school equivalency, or high school completion) or for adults desiring community instructional services including citizenship courses, avocational and recreational courses, short courses, seminars, workshops, institutes, clinics and lectures. Thirdly, occupational education (college credit and non-college credit) programs are offered for persons desiring to learn a new occupation or upgrade present skills.

During its ninth year of operation, 1974-75, FJC had an FTE count of 18,600 and an unduplicated enrollment of over 75,000 students.

FJC has a strong commitment to identifying and meeting educational needs of the community, including taking instruction to off-campus locations as needed. In fact, FJC offers instruction in over 200 off-campus locations.

FJC utilizes community schools as one of the ways of delivering educational services to adult citizens in Duval County. The majority of FJC courses offered in community schools fall in categories of community services, avocational and recreational, adult basic education, high school equivalency, high school completion, and non-college credit occupational courses. In some instances, college-credit academic and pre-professional and occupational education courses are offered. FJC is totally responsible for types and quality of instruction and instructional services delivered by FJC through community schools. During Term I, 1974-75, FJC conducted 511 classes in 40 community schools with an enrollment of 9,156 different students. During Term I, 1975-76, FJC offerings had increased to 575 classes with an enrollment of 12,446 different students.

B. DUVAL COUNTY SCHOOL BOARD (DCSB)

In Florida, the public school districts have primary responsibility for implementing the community school effort. State legislation does permit establishment of a separate community education consortium by specific action of the local school board and county government. In Duval County, the School Board and the Council of the Consolidated City of Jacksonville have established a Community Education Consortium.

The primary role of the Duval County School Board is to make available its facilities, equipment and certain support services for community education activities. Each community school has a full-time community education coordinator who is an employee of the Consortium, but considered a member of the school principal's staff for planning and coordinating community education activities conducted in the school. The principal has final authority over what community education activities are conducted in his school.

C. COMMUNITY EDUCATION CONSORTIUM (CEC)

The Duval County Community Education Consortium was established in early 1975 by joint action of the Council of the Consolidated City of Jacksonville and the Duval County School Board under authority granted by Chapter 74-475, Laws of Florida. By this action, the responsibilities assigned to the Duval County School Board for implementing a community school program under the Florida Community School Act of 1970 were delegated to the Consortium.

The primary purpose of the Consortium is to coordinate the efforts of the various agencies, organizations and individuals who are involved in the community education program, while recognizing the assigned missions of all the recreational, cultural, social, health and other agencies that are involved. By coordinating the community education program, the Consortium is expected to achieve a more efficient use of school and other public facilities through extension of personnel, buildings and equipment. In addition, the creation of the Consortium is expected to result in more efficient utilization of School Board and City of Jacksonville resources. The Consortium is responsible for soliciting and encouraging other public and private agencies, which are charged with providing educational, social and other services, to deliver these services through the community school. The Consortium was established primarily as a coordinating, planning and facilitating agency, rather

than a directing and operating agency.

D. ADVANTAGES AND MUTUAL BENEFITS OF COOPERATIVE EFFORT

FJC uses the same general arrangement for delivery of educational services to adults in community schools as in any other off-campus center. However, from the standpoint of FJC, there are some advantages to utilizing community schools, such as:

1. Local community school advisory committees can assist in making determinations on what educational services are needed and desired by the community.

2. FJC educational services would probably not be offered at some elementary school sites if the community school designation did not exist.

3. The community school coordinator will often promote FJC offerings in the community along with other community school activities.

From the standpoint of the Consortium, delivery of educational services in community schools by FJC is a major component of the total community education effort and is therefore vital to successful operation of the programs.

There are also several mutual benefits that are important, including:

1. Increased utilization of publicly owned educational facilities and equipment for the benefit of the community and its citizens.

2. The community, through its local advisory committees, surveys, etc., participates in making decisions on what services and activities are needed and desired by its citizens.

3. Delivery of a comprehensive, coordinated program is facilitated by efforts of the community school coordinator in matching community needs with agencies charged with deliverying various types of services. This often affords the delivery agency with an opportunity to do a better job of reaching clients, and, in turn, benefits the local residents by having services available at a convenient location within the community.

In summary, it works to the advantage and benefit of the general public, the Consortium, FJC and other delivery agencies to cooperate in the community education effort.

II. METHODS AND STRATEGIES

A. RESOURCE DEVELOPMENT AND SHARING

1. Funding

Funding for the community education effort comes from many different sources.

The Community Education Consortium itself has a core operating budget of about $1.3 million. Sources of operating funds include $386,000 from the City of Jacksonville, $386,000 from the Duval County School Board, $366,000 from the State of Florida, and approximately $200,000 from other sources. Major expenditures from the Consortium operating budget are for salaries of staff. Other expenses include materials and supplies, some capital outlay, and purchased services (such as travel/training, professional and technical services, printing and reproduction, administrative charges paid to Duval County School Board, etc.).

There is no direct exchange of funds between FJC and the Consortium. FJC pays the Duval County School Board directly for the use of its facilities and equipment, hires and pays its personnel delivering instructional services in community schools, purchases and delivers consumable instructional supplies for its classes, and collects and accounts for student fees. FJC expenditures for delivery of educational services through community schools are about $1.7 million annually.

Other funded agencies, such as the City Recreation Department, have a similar arrangement for delivering services in kind without becoming involved directly in the Consortium operating budget. Organizations that do not have adequate funds available are usually permitted to use community school facilities without charge.

In instances where services desired cannot be provided by another agency, the community school coordinator will organize and provide the service on a self-supporting basis or with use of volunteers. For example, if a course or activity is desired for school children after school hours, the coordinator may arrange for the service, since FJC is funded to deliver educational services only to adults.

2. Equipment, Facilities and Supplies

Most, but not all, community education services are delivered at community school sites. Equipment and facilities are therefore usually owned by the School Board and made available to the community school coordinator and/or delivery agencies. Funded agencies, such as FJC, reimburse the School Board at a contractual rate for use of its facilities and equipment. The Consortium is authorized to own equipment and has acquired some by purchase or gift. In a few instances, FJC and other agencies have purchased equipment for use in community schools, however, this is an exception to the general pattern. In most instances, supplies needed are purchased and made available by the agency delivering the particular service.

3. Other Resources

The Community Education Consortium makes use of college work study students, CETA Title I employees, and volunteers to assist in coordinating and carrying

out its programs. Businessmen often make available specialized facilities for community education activities. Donations of equipment and supplies are often received.

The Consortium expects to receive additional resources from Federal, State and private grants as its efforts expand and improve.

B. ARTICULATION

1. Needs Assessment

Several techniques are used to assess community needs and desires for educational and other services. Each community school coordinator, with assistance and advice from his local advisory committee and others, makes surveys and receives input on needs and interests of residents of the local community. Based on various city-wide surveys and studies, problem areas are identified and prioritized. In turn, the Community School Consortium, FJC and other agencies set general priorities for services to be delivered through community schools. The community school coordinator actively seeks ways of delivering needed and desired services. FJC campus deans and center administrators are continuously seeking input on what courses are needed and desired in each community.

2. Coordination Techniques

The basic element in coordination between FJC and elements of the Community School Consortium is a clear assignment of roles and responsibilities. FJC has responsibility for providing educational services to adults of the community. One of the ways of delivering these services is through community schools. Although it does deliver services when they cannot be provided by other agencies, the Consortium is largely a coordinating, planning and facilitating agency for getting services to the people through other agencies.

The Community Education Consortium has a handbook for its operations and relationships with other agencies. FJC publishes annually a set of guidelines which spell out arrangements and procedures for FJC operations in community schools, to include coordination with community school coordinators. Coordination on most matters between FJC and Consortium elements are handled at the community school or regional coordinator levels usually on an informal basis. General problems and policy matters are usually discussed and settled between the Community Education Administrator and the FJC District Dean of Career and Adult-Continuing Education. The community school coordinator spends much of his time coordinating details with the principal, delivery and participating agencies, and interested community groups and individuals.

C. COVERNANCE

1. Florida Junior College at Jacksonville (FJC)

Responsibility for implementing FJC educational services in community schools

is assigned to the Dean of Adult and Continuing Education on each of the four FJC campuses for their respective geographical areas. Coordination of overall planning and establishment of relationships between FJC, the Consortium and the Duval County School Board is a responsibility of the District Dean of Career and Adult-Continuing Education. A formal set of guidelines is developed each year for the delivery of FJC educational services through the Community School Centers. The President of FJC is a member of the Consortium governing board.

For educational services provided in community schools, FJC:

a. Pays rent directly to the Duval County School Board for utilization of its facilities and equipment.

b. Hires and pays its administrators, teachers and counselors working at community schools.

c. Registers, collects fees, and maintains attendance and other records on its students.

d. Procures and furnishes expendable instructional supplies for its classes.

FJC hires a part-time administrator to supervise its activities in each community school (or cluster of community schools in some instances). The FJC administrator is responsible to the appropriate FJC campus dean for:

a. Registering students.

b. Collecting and accounting for student fees.

c. Preparing and/or collecting reports, time cards and other information and verifying their accuracy.

d. Ordering and distributing expendable instructional supplies.

e. Recommending courses to be offered.

f. Recommending teachers to be hired.

g. Checking classroom instruction as necessary to verify teaching quality, student attendance, and/or adherence to course content and objectives.

h. Recommending changes in course objectives or content to meet needs of the community.

i. Supervising other FJC educational services such as counseling.

The FJC Center Administrator coordinates with the Community School Coordinator on:

a. Classroom assignment.

b. Courses needed.

c. Publicity and promotion of FJC course offerings.

d. Recruiting and/or identifying students interested in various FJC courses.

2. Duval County School Board (DCSB)

As previously mentioned, the Florida Community School Act of 1970 assigned primary responsibility for implementing community school programs to public school districts. This was modified by Chapter 74-475, Laws of Florida, which authorized school boards and county governments to jointly establish community education consortiums for the purpose of carrying out the community education function. In the spring of 1975, such a consortium was established by the City Council and School Board for Duval County.

In spite of delegating much of its responsibility and authority for implementing the community school program, the Duval County School Board is still very much involved. More specifically, the School Board:

a. Furnishes three members on theConsortium governing board (the Community Education Council) including the Superintendent of Schools and two school board members.

b. Officially designates schools as community schools.

c. Furnishes facilities and equipment for use by community education activities - sometimes on a reimbursable basis, sometimes not.

d. Allocates $386,000 annually of local school board funds for core operations of the Community Education Consortium.

e. Furnishes fiscal, administrative and other support services to the Consortium on a reimbursable basis.

f. Furnishes supervision at the school level, in as much as the building principal has the final word on what goes on in his school, to include the community education program.

g. Furnishes other support at school level, such as making use of regular school support services and , in some instances, having the Local School Advisory Committee double as the local Community Education Advisory Committee.

3. City of Jacksonville

The City Council is involved in and supports the community education program by:

a. Appropriating $386,000 from city funds to support core operations of the Community Education Consortium.

b. Furnishing three members on the Community Education Council, including the Mayor and two city councilmen.

c. Encouraging city departments to participate in and deliver services through community schools, such as recreational programs, library services, social and health services.

d. Utilizing community school groups and advisory committees to assist in implementing neighborhood based city programs such as voter registration and youth employment.

4. Community Education Consortium (CEC)

The Community Education Consortium is a legal entity created jointly by the Duval County School Board and the Council of the Consolidated City of Jacksonville under authority set forth in Chapter 74-475, Laws of Florida. As previously described, its primary purpose is to coordinate and facilitate the community education program for Duval County.

The Consortium is governed by the Community Education Council. The Council consists of nine members, including the Mayor of Jacksonville, two city councilmen, the Superintendent of Schools, two school board members, the President of Florida Junior College at Jacksonville, the President of the Jacksonville Council on Citizen Involvement and Chairman of the Community Education Advisory Committee. As the governing body of the Consortium, the Community Education Council makes decisions on policies, operating procedures, and other matters related to operation of the Consortium. Some of the Council's powers and duties are to:

a. Appoint the Community Education Administrator (who serves as chief administrative officer for the Consortium).

b. Approve employee positions and salaries.

c. Apply for, receive, and administer grants and gifts from public and private sources.

d. Receive and administer appropriations of funds from the City of Jacksonville and Duval County School Board.

e. Formulate and administer an annual budget.

f. Enter into intergovernmental agreements for use of buildings, land, equipment and other property owned by the Duval County School Board or other agencies.

g. Enter into agreements for provision of recreational, social, health and other services as part of the community education program.

h. Own, maintain and dispose of personal property.

i. Recommend designation of particular schools (see "Community Schools").

j. Promote and coordinate educational enrichment programs for adults with agencies responsible for delivering such services.

k. Such other duties and powers may be vested from time to time by the bodies creating the Consortium.

The Consortium staff consists of a Community Education Administrator, regional coordinators, community school coordinator (in each designated school), and support staff. The Community Education Administrator is responsible to the Community Education Council for administration and management of the community education program. The three regional coordinators are responsible to the Community Education Administrator for coordinating activities of community schools within their respective geographical areas. The community school coordinator assigned to each community school is an employee of the Consortium but for operational purposes is considered a member of the school principal's staff for implementation of the community education program.

While the coordinator works within the administrative framework and policies of the Consortium, the building principal has final authority on what community school activities go on in his school.

Each community school has a local advisory committee composed of a cross section of citizens from the area served by the school. In many schools this role is performed by the local school advisory committee, a committee required in each Duval County school to provide general advice to the principal. Each community school region has an advisory committee composed of representatives from various local advisory committees to advise the regional coordinator.

A Community Education Advisory Committee consisting of not more than 25 persons representing Regional advisory committees and a broad range of social, economic, recreational, cultural and educational agencies, is charged with serving as an advisory body to the Community Education Council on all aspects of the community education program.

D. ADMINISTRATION

1. FJC Community School Guidelines

This document is published annually and includes guidelines on class size,

types of classes authorized for community schools, allocation of administrators, administrative chain and decision-making process, instructional supplies, teacher selection, information to be furnished to FJC center administrators and community school coordinator and levels of coordination for problem-solving.

2. Scheduling and Promotion

Based on input from community school coordinators and FJC center administrators and from the level of funds available, FJC campus deans make a tentative schedule of courses to be offered in each community school in their respective areas. This information is published as a part of the FJC non-college credit schedule each term. This schedule is given wide distribution in the community. Subsequently, campus deans, community school regional coordinators, and/or individual community school coordinators publish their own lists of offerings in community schools. In some instances, publishing regional or individual school listings is a joint effort between FJC campus deans and community school administrators. Course schedules are distributed by direct mail, as fillers in bank statements, to parents by school children, door-to-door, and in public places such as shopping centers. Extensive use is made of newspaper releases, radio announcements and TV spots to get information to the public on offerings at community schools.

3. Registration, Fees and Reports

Registration for FJC classes at community schools normally takes place at the respective schools, and is accomplished by the FJC center administrator or persons designated by him (such as teachers or part-time clerical personnel). Community School Administrators frequently assist with FJC registration, although it is not their responsibility to do so.

Fees charged for FJC community-based courses are kept as low as possible. The fee for most non-college credit courses is $4.00 per course per term. Fees for occupational education courses are slightly higher where expendable materials are involved. Since avocational and recreational courses must be self-supporting, a standard fee of fifty cents per contact hour is charged each student. Reports required for FJC activities in community schools are kept to a minimum consistent with necessary reporting, accountability and management requirements. Basic reports include registration and fee collection forms, recommendations for teachers to be employed, requisitions for instructional supplies, data on course offerings and closings, time cards to support payment of salaries to teachers and staff, and special oral and written reports which may, from time to time, be required.

IV. SUMMARY

A. In Florida, operation of community schools is normally the responsibility of public school districts. In Duval County, as permitted by state law, a Community Education

Consortium has been created by the Duval County School Board and Consolidated City of Jacksonville for the purpose of coordinating and facilitating delivery of services to Duval County citizens through community schools. The Consortium governing body is the Community Education Council and its funding sources are the State, City of Jacksonville and the Duval County School Board. Other agencies, including FJC, utilize community schools to deliver various types of services.

B. In keeping with its assigned mission, FJC utilizes community schools as one of the ways of delivering educational services to adult citizens of Duval County. FJC is totally responsible for the types and quality of instruction and other educational services it offers through community schools.

C. For educational services provided through community schools, FJC pays rent to the Duval County School Board for utilization of its facilities and equipment; hires and pays its administrators, teachers and counselors working at community schools; registers, collects fees, and maintains attendance records on its students; and procures and furnishes expendable instructional supplies for its classes. No funds change hands between FJC and the Community School Consortium.

D. The relationship between the FJC administrator and the community school coordinator is one of cooperation and coordination, rather than one of supervisor/subordinate, or complete independence with one another. FJC looks to the community school coordinator for guidance on community needs for courses, for appropriate classroom assignments, and for promotion of FJC services along with other community school activities. The community school coordinator is, in turn, dependent on the FJC administrator as a major source for providing appropriate educational services.

E. In keeping with its philosophy of carrying education to the people, FJC offers courses in over 200 locations, 40 of which are community schools. During Term I, 1974-75, FJC conducted 511 classes in community schools with an enrollment of 9,156 different students. During Term I, 1975-76 the number of classes had increased to 575 with an enrollment of 12,466 different students. Including total costs, FJC spent about $1.7 million delivering services through community schools during 1974-75. Most of the FJC courses offered through community schools are adult basic education, high school review, high school completion, non-college credit occupational education, citizenship, and avocational and recreational subjects.

F. FJC is making a major contribution to the success of community schools in Duval County, through delivery of educational services to adults. FJC fully supports the community school concept, and plans to continue being an active participant in the effort.

PIONEER COMMUNITY COLLEGE

RELATIONS WITH COMMUNITY AGENCIES

A Paper Prepared By

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for the

COMBASE Task Force on Relations

With Community Schools and Related Agencies

May, 1977

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I. NON-TRADITIONAL INSTITUTION

Pioneer is the fourth, and newest, college in the Metropolitan Community Colleges District. It is also one of the most unique two-year colleges in the country. Aside from the fact that it has no permanent campus, it has adopted a revolutionary philosophy . . . a philosophy which places the individual and his/her educational needs and goals ahead of a rigidly defined curriculum. What sets it apart from similar community education programs is the fact that it is a total and separate entity, an accredited college, with its own administrative staff and budget. Administratively, it has the same authority as the three "campused" colleges in the Metropolitan Community Colleges system.

II. ROLE OF THE COLLEGE

Pioneer is a "cooperator with the community," not offering to the citizenry a conglomerate of pre-determined educational experiences, but finding out from the learners themselves, what they actually want and need. Through a competency-based learning system, the student is prepared with what he/she needs to know, and not to meet certain arbitrary requirements.

Students are helped to become more effective both personally and professionally with programs developed for the learner who is interested in earning a degree, as well as the non-degree oriented individual. This current plan is designed to make the very best use of the taxpayer's dollar, while at the same time making services more accessible to a unique clientele. Virtually every service that is planned, organized and implemented at Pioneer is the result of working cooperatively with one or more agencies.

III. OVERVIEW OF SOME TYPICAL AREAS OF COOPERATION

As a community college with a mission to expand the access to post-secondary education in the Metropolitan Area, it has been found that institutions, agencies, and organizations in both the public and private sectors are willing and anxious to join Pioneer in providing their resources to be utilized cooperatively with the resources of the college, and develop services that will respond to the expressed needs of the target populations to which attention is being emphasized. These institutions, agencies and organizations include business, industry, public and private elementary/secondary schools, post-secondary institutions, churches, social/public service agencies, community centers, local/state/federal governmental agencies, professional agencies, hospitals and the like.

A. THE PIONEER LIBRARY

The Kansas City Public Library, through a cooperative agreement, serves as the Pioneer Library. The main library and the several branches, serve

as study centers, and make available instructional space as well as a multitude of learning services for the student. This cooperative arrangement functions without direct cost to the college.

B. A STATE UNIVERSITY, A CITY GOVERNMENTAL DEPARTMENT, AND NEIGHBORHOOD ORGANIZATIONS

The success of any cooperative effort that has been realized at Pioneer to date results from the fact that, at the outset, a body of people is identified that includes those who represent the agencies that will provide the resources and deliver the services, and the people who represent the clientele who will receive the services. Currently, Pioneer is working with the University of Missouri Extension Division, the Kansas City Department of Community Development, and the Neighborhood Resource Committee. The Neighborhood Resource Committee consists of people who are representative of a coalition of neighborhood organizations in Kansas City. The resulting Neighborhood Information Exchange programs bring together agency (resource) people and neighborhood leaders to discuss areas of concern to plan and establish means by which the alleviation of the problems may be pursued. Thus, the needs are identified, the planning of and development of the services which meet the identified needs takes place, the service delivery system(s) are determined, appropriate facilities are established, and specific resources are jointly sought. Each individual is accountable to the organization, agency or institution that he/she represents. Evaluations of the program are made by the participants, including those who are responsible for delivering the services and those for whom the services are intended.

C. A K-12 SYSTEM, MINISTERIAL ORGANIZATIONS, AND A SOCIAL SERVICE AGENCY

A program to upgrade the reading abilities of elementary and junior high school students has been planned and implemented using the aforementioned design, and with the cooperation of the Kansas City School District, and several ministerial associations. Funds and facilities have been provided by the latter organizations, with a considerable amount of materials being loaned by the public schools. Recognition and acknowledgement is made of each contribution without the impression being given that any one organization is "running" the program. A similar program, addressing parenting skills, has also been developed with the inclusion of the largest social service agency in the Metropolitan area as a member of the cooperative.

D. FEDERAL GOVERNMENTAL AGENCIES AND THE BUSINESS SECTOR

Employees of all federal agencies within the Kansas City area are eligible to enroll in a Personal Development Program, which was cooperatively

developed with representatives of the federal agencies. Funding by the federal agencies covers the direct cost for instruction, and indirect developmental and administrative costs. Facilities are provided in the form of community rooms at two Kansas City banks, without cost. These banks are serving a co-sponsorship role in the program as the result of their commitment to community service and community public relations. Rules and regulations of the banks are agreed to and the college abides by them.

Other educational programs for governmental employees are delivered within governmental facilities without cost.

E. COUNTY, CITY AND PRIVATE AGENCIES

A variety of resources has been provided to develop a pre-retirement program for people who are employed in both the public and private sectors. The Jackson County Medical Society provides a physician to speak on medical affairs; the Kansas City Bar Association (Young Lawyers Division) provides an attorney to relate to legal matters; the Regional Director of the Social Security Administration and a geriatric counselor from a non-profit retirement facility conduct sessions relating to social security benefits and role adjustment and aging. These services are provided without cost. Each organization, in cooperating with Pioneer to deliver this viable program, fulfills a community service function.

F. THE CENTER FOR CAREER DEVELOPMENT

The services of the Pioneer Career Development Center are almost entirely planned, organized and implemented for the purpose of providing in-service and developmental training for the employees of cooperating organizations. These programs result in the college and the respective contracting organizations contributing the needed resources. As a result, not only are building and facilities made available, but materials and sophisticated equipment often become included among the resources that are available for instructional purposes. Such contracted services, in recent months, have included Blue Cross/Blue Shield, the Black Economic Union, HEW, Department of Justice, IRS, Federal Aviation Administration, Macy's and numerous manufacturers, governmental bureaus, banks, public service departments, hospitals and businesses.

G. THE CENTER FOR COMMUNITY SERVICES

The service program for older adults, offered through the Center for Community Services, has involved a variety of cooperative relationships. Several short-term programs, co-sponsored with the Area Commission on Aging, have additionally included Senior Citizens' congregate centers, nutrition sites and church groups. Conveners often provide services volun-

tarily, resulting in costs per participant that are extremely low. Pioneer, working with a private four-year college, a community college located across the state line in Kansas, the regional office of AARP and several AARP Chapters is establishing an Institute of Lifetime Learning. The combined resources generated by the members of this cooperative will again allow the delivery of services at unusually low direct costs. Again, however, this can be achieved by utilizing so many of the valuable resources that are made available voluntarily by the older adults themselves.

V. CONCLUSION

Pioneer is a new college in a long-established community college district. The concept of Pioneer has been accepted by the citizenry of the district. Thus far, this community-based, performance-oriented institution has been successful in establishing cooperative relationships and as a result, has become a stronger community-directed college. Pioneer is becoming identified in the district as an institution that will combine its resources with the resources of other community agencies and will, through formal and informal cooperative relationships, deliver viable services that would not be possible to produce with only the availability of the resources of the college.

SAN DIEGO COMMUNITY COLLEGE DISTRICT

EXTERNAL RELATIONSHIPS: PUBLIC AND PRIVATE

A Paper Prepared By

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for the

COMBASE Task Force on Relations

With Community Schools and Related Agencies

May, 1977

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I. OVERVIEW

The San Diego Community College District believes that in order to effectively accomplish its mission as defined by the state, the education services provided by the District should and can be developed within patterns of cooperative relationships mutually established between public educational and governmental agencies and between them and the private sectors of the community. The District believes that through the development and use of such relationships, individual needs can be met at all levels of learners' expectations and requirements with the optimum effective utilization of existing public fiscal resources and facilities.

Pursuant to this belief, the College District has been a party to the formation of many relationships that have been developed to maximize the District's ability to meet learners at the point of their greatest needs. Some of the more important of those relationships are as follows:

II. RELATIONSHIPS WITH OTHER INSTITUTIONS OF HIGHER EDUCATION

The State of California has established a tri-partite system of higher education to provide potential access for all citizens to one or more of the segments of public higher education.

A. STATE UNIVERSITIES

Because of the different admissions standards established by each of the segments and because of the unique missions assigned to each, the State universities and the University of California are established to provide immediate access to educational services for large but limited portions of the total population. On the other hand, the community colleges are open to all high school graduates and other adult populations who can benefit from instruction. Because of the open nature of the community colleges and because of their convenient locations, this segment of higher education provides educational services and opportunities to citizens who have not been traditionally served by the four-year institutions.

Over the years, the community colleges have developed into primary "feeder" institutions to the other two segments. A steadily increasing percentage of Californians complete their lower division requirements for the Baccalaureate degree with the community colleges. Smoothing the transition from the community college to the State university or the University of California requires closely coordinated joint efforts between the three segments.

B. CALIFORNIA POSTSECONDARY EDUCATION COMMISSION (1973)

At the state level, provision for coordination and planning as vital

elements in providing postsecondary education to meet the needs of the people of the State of California was made when, in 1973, the state legislature provided enabling legislation for the establishment of the California Postsecondary Education Commission. It was the legislature's intent to create a statewide agency to

> "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication and to promote diversity, innovation, and responsiveness to student and societal needs through planning and coordination." (Education Code Section 27710)

C. SAN DIEGO COMMUNITY COLLEGE OCCUPATIONAL EDUCATION COMMISSION

An example of implementation of the legislative intent is the San Diego Community College Occupational Education Commission which coordinates planning for vocational programs and serves as an approving agency as well.

D. SAN DIEGO AND IMPERIAL COUNTY COMMUNITY COLLEGES ASSOCIATION (1963)

Much earlier, in 1963, in San Diego and Imperial Counties, coordinated planning among the community colleges was given early impetus when the San Diego and Imperial County Community Colleges Association was organized to provide for more effective approaches to such mutual concerns as:

1. Instructional programming, particularly in the area of vocational education.

2. Construction and location of campuses.

3. The sharing of materials and other resources, inter-district attendance agreements, student activities, educational programs for the physically handicapped, non-traditional approaches to instruction, and community service.

Some of the major outcomes of the Association's efforts to jointly plan and coordinate are:

1. San Diego and Imperial Counties TV Consortium (purchase software for broadcasting).

2. San Diego County Film Consortium (film purchase, storage maintenance, and delivery system).

3. Demographic study.

4. Organizational studies.

5. Inter-district attendance agreements.

6. Coordinated community services programming.

7. Coordinated articulation programs with four-year institutions such as "Do you want to go to College Day" and "College Fair Day"?

8. Visitations among government boards.

E. HIGHER EDUCATION ASSOCIATION OF SAN DIEGO (HEASD) (1976)

In 1972 a major step toward coordination among all the institutions of higher education in San Diego and Imperial Counties was taken when an informal consortium consisting of the chief administrators of all the community colleges and the four-year colleges and universities, both public and private, was established. Consortium members meet at least once each semester to discuss matters of mutual interest and to plan for implementation of jointly sponsored projects and activities such as:

1. Metro library system (sharing of library materials; ordering and delivery systems in operation now).

2. Staff development programs.

3. Facilities sharing.

4. Data processing.

5. Film libraries.

6. Coordinated articulation with local high schools.

In 1976, the Consortium members agreed to develop formal relations by adopting Articles and Bylaws for the Higher Education Association of San Diego (HEASD). As stated in Article I, the purpose of the Association is "to promote coordination, cooperation, and communication among member institutions and to establish programs for the mutual benefit of such institutions. HEASD will be particularly concerned with the more efficient and effective delivery of higher education services to the San Diego region."

F. COMBASE

Beyond the county line, the San Diego Community College District has

established relationship linkages with Orange Coast Community College District to enlarge the District's television software production capability and through COMBASE (Community Based Education), with community college districts in other states to share and disseminate information relative to community-based educational delivery systems.

III. RELATIONSHIPS WITH SAN DIEGO UNIFIED SCHOOLS, SAN DIEGO COUNTY DEPARTMENT OF EDUCATION AND OTHER SEGMENTS OF GOVERNMENT

A. COMMUNITY COLLEGE - PUBLIC SCHOOL ANNUAL AGREEMENT - ADULT AND CONTINUING EDUCATION

The most important contractual relationship that is jointly developed by the San Diego Unified School District and the College District is the agreement between the two districts relative to the legal and administrative control of adult and continuing education programs. This annual agreement or "compact" provides the necessary legal authorization for the College District to operate and claim state apportionment for such programs. The Adult and Continuing Education Division is a primary component of the community-based educational delivery system for the College District.

B. COMMUNITY COLLEGE - PUBLIC SCHOOL CONTRACTUAL AGREEMENTS - ADMINISTRATIVE AND SUPPORT SERVICES

Other limited contractual relationships are established between the San Diego Unified School District and the San Diego Community College District to provide services to the College District in the following areas:

1. Data processing.
2. Maintenance.
3. Security.
4. Purchasing.
5. Systems and procedures.
6. Audio-visual materials.
7. Storage and delivery.
8. Facilities rental (primarily Adult and Continuing Education programs).

C. METROPOLITAN REGIONAL OCCUPATION PROGRAM (ROP) (COUNTY DEPARTMENT OF EDUCATION)

The Metropolitan Regional Occupation Program was created by the San Diego Unified and the college districts to coordinate planning for ROP programs within the city. County-wide coordination is achieved under the direction of the San Diego County Department of Education operating through and with the San Diego County ROP Steering Committee.

D. JOINT INSTITUTIONAL COORDINATING COMMITTEE FOR THE DEVELOPMENT OF COMMUNITY-BASED EDUCATION FOR THE CITY OF SAN DIEGO ("BROWN BAG COLLEGE")

Recent trends toward providing the public more convenient access to educational programs have resulted in the formation of the Joint Institutional Coordinating Committee for the Development of Community Based Education for the City of San Diego and the drafting of a "Proposal for a Cooperative Education and Training Program for Government and Contract Agency Personnel" for the San Diego County personnel. The committee is presently composed of executive heads of college district institutions, program administrators with the San Diego Unified Schools, and personnel from the County Department of Education. It is expected that the committee membership will eventually be expanded to include representatives from city and county governmental agencies and four-year colleges and universities. The proposal, when approved, will provide the College District expanded opportunity to deliver educational services to county governmental employees at work sites. Course offerings provided will include two-year transfer and vocational occupational courses. The unofficial name for the program is "The Brown Bag College."

E. AD HOC COMMITTEE ON JOINT RECREATIONAL FACILITIES

The City of San Diego, the San Diego Unified Schools, and the College District have established an Ad Hoc Committee on Joint Recreational Facilities to coordinate program planning and to initiate a cooperative approach to capital improvements in the area of recreational services to the citizens of San Diego.

The planning for and acquisition of resources and the construction of the College District's newest institution, the Educational Cultural Complex, involved extensive and frequently very complicated relationships and interactions between the College District, Model Cities, and city, county and federal governments.

IV. RELATIONSHIPS WITH PRIVATE SECTORS OF THE COMMUNITY

The College District has established innumerable relationships with the private

sectors of the community such as business, industry, labor, civic organizations, ethnic and cultural groups through coordinating councils, advisory commissions, special task forces, apprenticeship programs, and investigatory and recommending committees.

Literally thousands of citizens drawn from these sectors as their representatives or as individuals possessing special knowledge of expertise contribute their time or help each year to assist the District with planning, programming, and construction or implementing strategies.

The San Diego Community College District recognizes the validity of the observation made in the state legislature that:

> "In the present period the need for educational services is so great that it cannot be met by tax-supported institutions alone." (Education Code, Section 29001)

In those instances where the educational needs of the community exceed the District's immediate capability to accommodate, efforts may be made to extend vocational, technical, and occupational preparation opportunities for District students through private postsecondary schools pursuant to the provisions of Education Code Division 21, Chapter 1 (commencing with Section 29001) and Title 5, Chapter 7 (commencing with Section 55600).

V. WHAT THE FUTURE WILL HOLD

The San Diego Community College District expects that the need for even greater coordinating and cooperative efforts will be part of the future. The state legislature, the governor, and several key governmental agencies such as the Department of Finance and the Postsecondary Committee are providing clear signals to all these segments of state higher education that greater coordination is to be expected.

The present state of the nation's economy and the increasing public demands for greater accountability and fiscal economy will probably stimulate all levels and divisions of government service agencies toward more cooperative efforts to maximize the effectiveness of public expenditures.

The San Diego Community College District anticipates and welcomes the future opportunities for effective cooperation in order to fulfill its mission.

COOPERATION BETWEEN

VALENCIA COMMUNITY COLLEGE AND COMMUNITY AGENCIES

A Paper Prepared By

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COMBASE Task Force on Relations

With Community Schools and Related Agencies

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A. Advisory Role

B. Direct Assistance Role

C. Joint Venture

D. Merger

E. Summary

Since its inception in 1967, Valencia Community College has worked closely with a large number of groups and organizations in developing community-based programs. The college has endeavored to work with appropriate agencies and organizations in an effort to meet the diverse needs existing in the community. Once the community began to view the college as a viable community resource, the college was sought out by various community agencies and organizations. The types of relationships that have developed between the college and community agencies have ranged from casual contacts to a complete merger. A continuum of relationships has included various types of cooperation including advisory, direct assistance, joint venture and merger.

I. TYPES OF COOPERATION

A. ADVISORY ROLE

In an advisory relationship, the college can use community resources on a temporary or continuing basis. Advisory committees are frequently used to determine needs within certain constituency groups. The Continuing Education for Nurses Program at the college received input from nurses representing area hospitals and the Florida Nursing Association. This advisory group, which meets several times annually, makes recommendations regarding curricula, instructors and long range planning.

Advisory committees are required to meet the objectives of many federal grants. In developing the proposal for the Emergency Medical Technology Program several different advisory groups were used including fire departments, doctors, nursing and hospital administrators. When the grant was awarded, representatives from each group were appointed to a consolidated on-going advisory committee.

In cooperation with the national office of the Institute of Lifetime Learning, local senior citizens' groups assisted the college in establishing the Central Florida Institute of Lifetime Learning. The advisory committee for this program and the national office assist in publicizing the Institute's courses on a continuing basis.

In many instances, initial requests result in on-going projects being established. The Epicenter, an inter-denominational program, asked the college for advice in developing a course for divorced individuals. This program has been conducted successfully by Epicenter. The college is also assisting in the development of a booklet for the recently divorced in conjunction with the Center.

B. DIRECT ASSISTANCE ROLE

The college is frequently asked to provide direct assistance to various community organizations. Volunteer organizations generally operate on a

small scale and cannot afford to rent or purchase needed resources. The Adult Literacy League has been provided office space and equipment at the college. They have also received support from the public relations staff of the college. This assistance has enabled this volunteer organization to maintain a higher level of coordination improving both tutoring services and volunteer retention.

Many small businesses do not have the resources to conduct in-service training. In some cases, the types of training needed are not available at local colleges. Local businessmen representing the Florida Pest Control Association contacted the college regarding the development of a series of courses to provide basic skills for people in the pest control field. Three courses have been designed and taught utilizing the expertise of individuals from this association.

Other requests involve the upgrading of skills to meet changing needs. Volunteers have been increasingly used to supplement services provided by a professional staff in many social agencies. Two courses were designed for organizations who frequently use the services of volunteers. The college has also worked in the Central Florida Heart Association, the American Lung Association, and a local half-way house in the offering of specialized courses for their constituencies.

Facilities and equipment are frequently needed to provide experiential learning activities. Area hospitals have provided facilities and staff time to assist in the training of nurses and EMT's. Formal agreements have been established with each hospital which allow students to work directly with patients under the supervision of doctors and nurses. The Lions Clubs of Central Florida donated a 24 passenger bus, with wheel chair lift, for use in a program for the blind. Civil Defense has made available an emergency vehicle for training purposes. Many other agencies provide classroom space throughout the community where courses can be conducted.

C. JOINT VENTURE

The cooperation between Valencia and Junior Sorosis of Orlando has evolved over a period of years into a joint venture. In 1971, Junior Sorosis, a young women's social organization, assisted the college in developing a broad-based student volunteer organization in Valencia. With their support, Operation Student Concern was established to provide students with meaningful experiences in various types of community agencies related to course work and/or career goals. At the same time, Junior Sorosis established the Volunteer Service Bureau providing community-wide placement and referral services.

The close ties between the college and Junior Sorosis were strengthened further in the spring of 1972 when Junior Sorosis entered the Volunteer Service Bureau in the National Community Improvement Program competition sponsored by the Sears Roebuck Foundation and subsequently received the $10,000 national award.

Committed to investing the award back in the community, Junior Sorosis began exploring other possible projects. After a thorough analysis of many community problems, Junior Sorosis awarded the $10,000 grant to the Parent Education Project on November 26, 1973. This program is designed to assist parents in meeting the developmental needs of their children.

A formal agreement between Junior Sorosis and the college specifies that the college will provide staffing, facilities and other services. Junior Sorosis has pledged to provide volunteer support in planning and conducting parenting activities throughout the community.

D. MERGER

The relationship between the college and the Council for Continuing Education for Women originally began with a request for assistance in developing courses. The Council, a non-profit organization, is designed to assist women in exploring future directions. This cooperative relationship has evolved into a merger.

In September, 1973, CCEW joined with Valencia Community College in establishing a Center for Continuing Education for Women at Valencia's Downtown Campus. Additional funding in 1974 came from a Title I, Higher Education Act grant, which expanded the services of the Center with the addition of professional counselors who work along with volunteers and provide further services and courses for the women of the Central Florida area. Women are able to come to this central location for the counseling services offered by CCEW.

The Center for Continuing Education for Women helps women to assess and fulfill their needs. These may include referral to academic or vocational education programs. Testing and evaluative counseling are offered to assist women in examining their values and aid them in setting their goals for the future. A variety of special courses are also offered.

The cooperative relationship of the CCEW and Valencia Community College has evolved from one of direct assistance, advisory, and joint venture, into one of merger. While most activities of the Council are generally conducted in cooperation with the college, the Council can operate independently of the college when considered advantageous.

E. SUMMARY

In a time of limited funding, community-based relationships with other agencies enable successful community education programs to be developed. Few organizations have the resources to establish comprehensive programs of any magnitude and complexity without assistance. Various cooperative arrangements between the college and community agencies benefit the community in terms of financial savings, quality of services, and responsiveness to community needs.

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